

[DISTRICT NAME] PUBLIC SCHOOLS
Reading Worksheet
(For the Identification of a Learning Disability)

This checklist must be completed for all elementary, middle, and high school students who have been referred to special education due to a suspected learning disability that affects reading. (All boxes must be checked with appropriate documentation provided.)

1. Intervention/Teacher Assistance Team

☐ Alternative strategies have been implemented and student has not made adequate progress.

Source of Evidence: (Attach Intervention/Assistance Team information or complete chart)

Strategies	Results	Dates (To/From)

2. Whole Group Language Arts Instruction

☐ Student has participated in daily whole group reading/language arts instruction provided by the classroom teacher.

Description (e.g., Read-alouds, shared reading, literature think-alouds, comprehension strategies):

3. Continuous Assessment

☐ Continuous assessment has been done to provide a basis for instructional decisions.

Source of Evidence:

Assessment (running records, sight word lists, retellings)	Skills/Competencies Targeted Based on Assessment	Dates (To/From)

4. Small Group Instruction by General Education Teacher

- ☐ Student has participated in small group reading instruction by classroom teacher (with materials on his/her instructional level) for a minimum of four days per week. *

Description:

5. Intervention (by another professional knowledgeable in reading instruction)

- ☐ In addition to above, student has received small group or individual instruction based on assessed strengths and needs, for a minimum of four days per week, and under the direction of a person knowledgeable in reading instruction, (documentation indicating frequency, duration and type of instruction must be attached). *

If decoding skills are weak, child has been provided with:

- ☐ Explicit small group phonemic awareness instruction
- ☐ Explicit small group or individualized multisensory code-based instruction
- ☐ Explicit synthetic phonics instruction (part-to-whole)
- ☐ Explicit analytic phonics instruction (whole- to-part)
- ☐ Small group or individualized literature-based instruction that includes semantic and syntactic cues
- ☐ Daily fluency practice provided daily in decodable texts, as well as in rich and interesting texts at students independent reading level
- ☐ Daily opportunities to write, utilizing skills emphasized in lesson

If comprehension skills are weak, child has been provided with:

- ☐ Authentic and interesting texts for instruction
- ☐ Explicit small group or individualized instruction in active reading and comprehension strategies, which includes semantic, graphophonic and syntactic cue systems
- ☐ Vocabulary building
- ☐ Daily opportunities to write, using higher order thinking skills

(*Numbers 4 and 5 may be combined for middle school and high school students three to four days/week)

(Teacher signature)

(Date)

(Signature of person(s) responsible for item #5)

(Date)